




School Improvement Services

**Report to the scrutiny
committee:
Facilities audit for the delivery
of 14-19 diplomas**

CHILDREN & FAMILIES

	<p style="text-align: center;">Children & Families Overview & Scrutiny Committee 18 June 2008</p> <p style="text-align: center;">Report from the Director of Children and Families</p>
<p>For Information Wards Affected: ALL</p>	
<p>Facilities Audit for the Delivery of 14-19 Diplomas and Activity Survey 2007</p>	

1 Introduction

- 1.1 In November 2007, Brent 14-19 Partnership commissioned a facilities audit with the overall aim of investigating the educational case for additional and/or discreet provision that delivers applied and practical learning for diplomas at Key Stage 4.
- 1.2 The audit sought to specifically:
- identify existing facilities that could deliver principal and specialist learning
 - identify the shortfall in specialist facilities
 - go on to assess demand, cost implications, locations and management issues where gaps were identified.
- The research was carried out through two separate yet aligned processes. First through an online quantitative survey and second through a series of face to face and telephone qualitative semi-structured interviews, backed up by desk research. Throughout the research process, valuable insights outside the original brief were gained and will be referred to at appropriate stages in this report. 24 providers were contacted during the online and face-to-face interviews. 100% participation was achieved in both phases of the research. The online survey focused on measurable questions.
- 1.3 The audit report is available from Brent's Strategic Co-ordinator for 14-19 Education and Training. The co-ordinator holds the full report data.

2 Existing facilities that could deliver principal and specialist learning

- 2.1 The survey revealed that, other than the Information Technology diploma, only five providers across five separate diplomas lines felt that they were currently in a position to meet the required industry standards to deliver. This does not include any of the diploma lines that are in the current round of applications.

2.2 However, when considering the results using the measure of 70% readiness, indicating that facilities are ‘almost’ at industry standard, there are a number of providers across eleven diploma lines that could be ready to start delivery if support and/or funding were available. This puts Brent in a healthy position to move forward with its strategic plan. There are three diploma lines out of the fourteen for which there are minimal resources and little provider interest. Manufacturing and Product Design is a very specialised diploma that is most likely to fall within the specialist expertise of those providers currently involved in engineering. Public Services is one of four newly launched diplomas, for which there is little or no detailed information. This may have influenced the providers in their assessment, as the full extent of resources required is unclear. The facilities demanded for Environmental and Land-based Studies are diverse and resource intensive.

Diplomas by readiness		
	Readiness @ over 70%	Actual number of providers at Readiness @ 100%
Business Administration and Finance	4%	1
Construction and Built Environment	8%	
Creative and Media	25%	
Engineering	12.5%	
Environment and Land-based studies	0%	
Hair and Beauty	4%	1
Hospitality	4%	
Information Technology	75%	6
Manufacturing and Product Design	0%	
Public Services	0%	
Retail	21%	1
Sport and Leisure	17%	1
Society, Health and Development	8%	
Travel and Tourism	12.5%	1

2.3 For diploma lines with under ‘5’ in the second column, actual readiness, indicates lines where significant funding and planning are required to ensure delivery of a quality diploma offer.

3 Funding – gaps in resources and potential developments

3.1 Analysis of the funding data has been separated out to show:

- all funding required
- funding required by schools only
- funding required by the college only
- and that required by the remaining training providers, CLCs and Woodfield School, which form a relatively small part of the requests.

3.2 Through the online survey, providers were asked to estimate in terms of current prices, approximately how much funding they would require to bring their organisation to industry standard conditions, as described in the survey. The overall figure at today’s estimate is approximately two million pounds. The exact breakdown follows on the next page. It will be important to factor in price increases, as resource development will occur

over a number of years according to the agreed strategic priorities established by the Brent 14-19 Partnership and the local authority.

- 3.3 Lead providers of each of the partnership's diploma applications commented and assessed that immediate funding is needed to enable delivery at the appropriate standard highlighted in the diploma briefing documents. The term 'immediate' refers to a 1-2 year timescale, as certain developments are needed for the potential start of delivery in 2009, and other resource developments will be needed to enable the expansion of the programmes to deliver the second year of the courses. While this figure does appear to be three quarters of a million pounds, it should be noted that the figure includes the funding requested by any provider in order to participate in the delivery of that specific group of diplomas. When the data is reanalysed to include only the current application partners, the estimated immediate funding gap is closer to four hundred thousand pounds.

Funding	All Providers	Schools	College	CLC, Woodfield and Training Providers	Funding needed by current bid partners
Business Administration and Finance	£137,000	£108,000	£5,000	£24,000	
Construction and Built Environment	£80,000	£70,000	£10,000	£0	£30,000
Creative and Media	£456,000	£306,000	£80,000	£70,000	£238,000
Engineering	£200,000	£110,000	£30,000	£60,000	£130,000
Environment and Land-based Studies	£0	£0	£0	£0	
Hair and Beauty	£72,000	£50,000	£0	£22,000	
Hospitality	£38,000	£18,000	£0	£20,000	£0
Information Technology	£187,000	£157,000	£15,000	£15,000	
Manufacturing and Product Design	£270,000	£20,000	£250,000	£0	
Public Services	£26,500	£16,500	£10,000	£0	
Retail	£54,000	£10,000	£12,000	£32,000	
Sport and Leisure	£100,500	£70,500	£10,000	£20,000	
Society, Health and Development	£75,000	£33,000	£20,000	£22,000	
Travel and Tourism	£35,000	£32,000	£0	£3,000	

- 3.4 Additional funding will be influenced by the outcome of the current application round and the priorities identified through strategic planning. These can then be properly budgeted and funding allocated over the next 4-5 years. Subject to demand not all partners will be required to deliver each diploma, as their learners will become part of a partnership population that accesses the most appropriate resources across the 14-19 Partnership.

4 Recommendations for next stage of development

4.1 Agree a strategic plan and priorities based on the recommendations below:

- Investment is required to bring facilities up to industry standard.
 - i. Agree the responsibility for improving facilities.
 - ii. Investigate the sources of finance.
 - iii. Make proposals and bids for additional funding that bring facilities up to industry standard.

- There is no current consensus to develop a skills centre.
 - i. Visit existing west London skills centres and other models of good practice to identify the potential benefits and uses of a skills centre.
 - ii. If a consensus is reached that a skills centre is after all an appropriate facility for Brent, build a case and source funding.
 - iii. Consensus was reached that if a centre was developed, the college would be best place to manage such a facility.
 - iv. Ensure synergy with existing premises, providers and provision.
- Prioritise applications based on capacity and the spread of providers.
 - i. Based on the data above, agree strategically, on application priorities. This should include a spread of diplomas and a spread of consortia. See pages 18-19 for recommendations.
 - ii. Based on strategic priorities, ensure appropriate funding is available. The table on the next page summarises the potential costs of each of the next two application rounds, if the recommendations are followed. It also includes cost implications. The figures are estimates at today's figures and inflation and accuracy must be considered.
- Build strong partnerships around each application.
 - i. Consider sourcing funding to release staff from timetables in order to build strong staff partnership teams across providers. Staffing, retention and skills are a critical success factor in the delivery of high quality diplomas. While not a direct part of the remit of this research it is vital to consider the development of the cross-provider staff team.
 - ii. Identify champions in each provider that can support one another and their own organisations in understanding the benefits of diplomas to their learners.
 - iii. Ensure that champions do not become isolated, as there is a risk of significant capacity loss if they were to leave.
 - iv. Manage the expectations of applications, particularly in the current round. Ensure that momentum or belief is not lost or damaged based on the outcomes of Gateway 2.
 - v. Consider innovative ways to enable curriculum development teams to come together to generate an inspirational curriculum offer.
 - vi. Consider identifying and co-ordinating borough-wide employer partner engagement, as this is a further critical factor in the success of diplomas. Avoid repeated and unnecessary approaches to employers with poor or ill timed information.

4.2 Involve training providers and wider partners

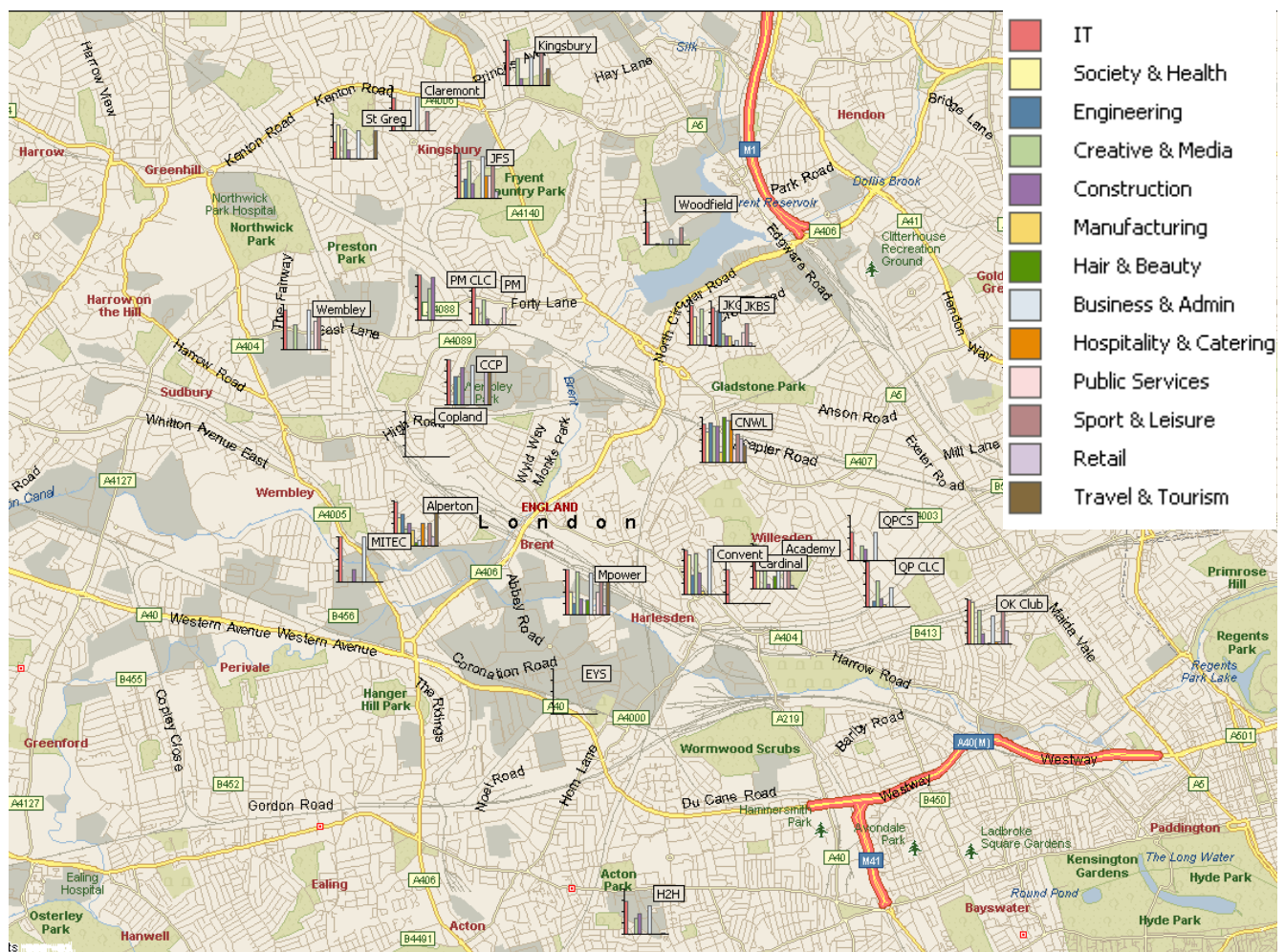
- When developing the next stage of strategic planning, it will be important to have discussions with the training providers and the CLCs in order to see how partnerships can be developed to make the best use of their skills and resources.

5 Conclusions

- 5.1 The results of this research indicate that Brent has a high level of partner involvement and an overall willingness on the part of providers to engage with the new developments surrounding the introduction of diplomas. That said, it must be noted that there are a number of serious concerns raised by providers, including the cost of improving facilities to industry standard, ensuring the quality of the curriculum and logistical factors.

- 5.2 As the diploma programme develops nationally, more information will become available, and as Gateway 1 providers in other areas of the country start to grapple with the practicalities of delivery, Brent will be well placed to learn from their experiences.
- 5.3 Overall, the partnership should feel confident and reassured that it does have a solid foundation on which to build, both in terms of its own current provider relationships and its ability to take considered strategic decisions for the good of young people in Brent.

Map 1
All providers showing level of facilities readiness to deliver



Note:
 EYS and Copland assess that they do not have suitable facilities at present to enable them to deliver diplomas to industry standard.